

### OVERVIEW

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

WASHINGTON COMMUNITY SCHOOL #9

191 AVENUE B

BAYONNE, NEW JERSEY 07002

This school's academic performance **is about average when compared** to schools across the state. Additionally, its academic performance **is high when compared** to its peers. This school's college and career readiness **lags in comparison** to schools across the state. Additionally, its college and career readiness **is about average when compared** to its peers. This school's student growth performance **is high when compared** to schools across the state. Additionally, its student growth performance **is very high when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	78	44	58%
College and Career Readiness	46	30	0%
Student Growth	86	71	100%

### Improvement Status

N/A

### Rationale

N/A

**Very High Performance** is defined as being **equal to or above the 80th percentile**.

**High Performance** is defined as being **between the 60th and 79.9th percentiles**.

**Average Performance** is defined as being **between the 40th and 59.9th percentiles**.

**Lagging Performance** is defined as being **between the 20th and 39.9th percentiles**.

**Significantly Lagging Performance** is defined as being **equal to or below the 19.9th percentile**.

**Peer Schools** are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

### Academic Achievement

This school outperforms **44%** of schools statewide as noted by its statewide percentile and **78%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **58%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

### College and Career Readiness

This school outperforms **30%** of schools statewide as noted by its statewide percentile and **46%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **0%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

### Student Growth

This school outperforms **71%** of schools statewide as noted by its statewide percentile and **86%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

### DEMOGRAPHIC INFORMATION

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

17-0220-120

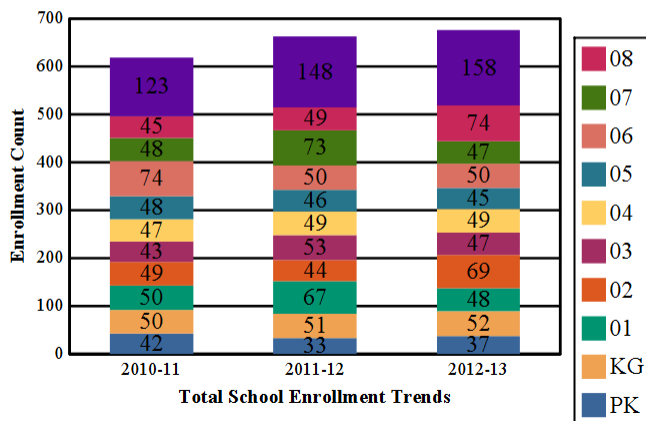
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### Enrollment by Grade, in Full Time Equivalent

This graph presents the count of students who were 'on roll' by grade in October of each school year.

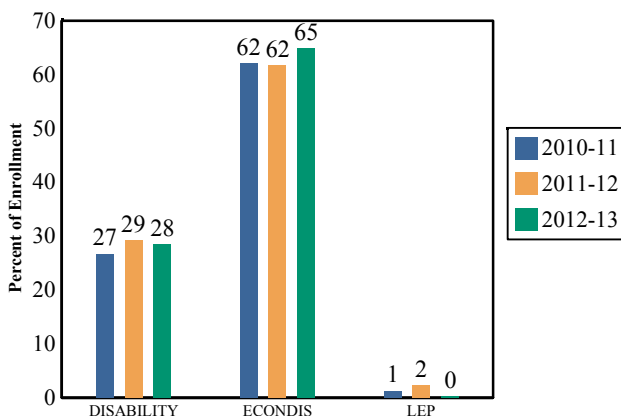


Note: "UG" represents the count of students who are 'on roll' (FTE) in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

### Total School Enrollment in Full Time Equivalent

2011-12	663
2012-13	676

### Enrollment Trends by Program Participation



### Current Year Enrollment by Program Participation

2012-2013	Count of Students	Percentage of Enrollment
Students with Disability	192	28%
Economically Disadvantaged Students	438	64.8%
Limited English Proficient Students	2	0.3%

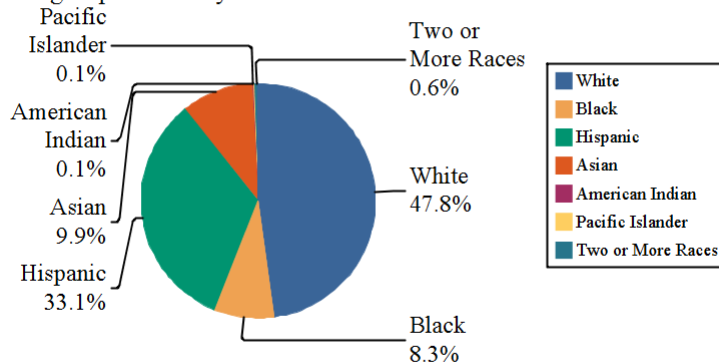
### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2012-13	Percent
English	70.5%
Spanish	13.3%
Arabic	8.4%
Urdu	1.3%
Korean	1.0%
Pilipino	1.0%
Other	4.5%

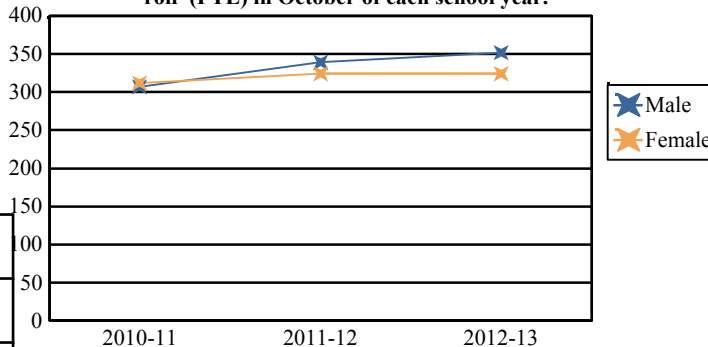
### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' (FTE) in October of each school year.



	Male	Female
2010-11	307	312
2011-12	339	324
2012-13	352	324

### ACADEMIC ACHIEVEMENT

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Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	65%	71	40	100%
NJASK Math Proficiency and above	72%	84	48	17%
<b>SUMMARY - Academic Achievement</b>		78	44	58%

### NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

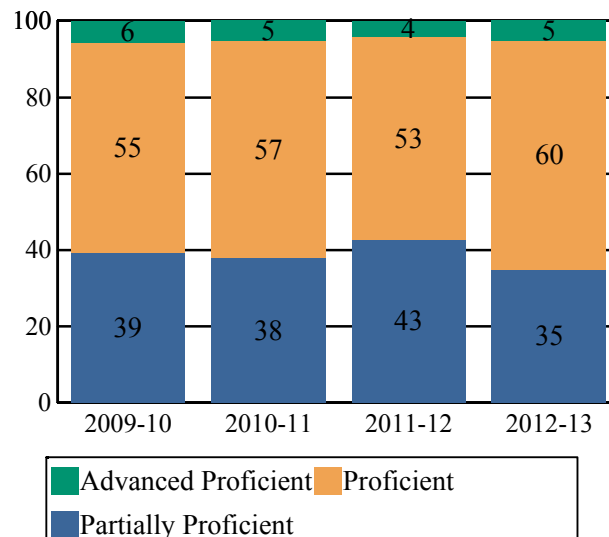
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	328	65	68.4	YES*
White	161	69	72.2	YES*
Black	-	-		--
Hispanic	107	57	61.7	YES*
American Indian	-	-		--
Asian	37	89.2	81	YES
Two or More Races	-	-		--
Students with Disability	62	25.8	35.4	YES*
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	222	65.8	64.1	YES

**YES\* = Met Progress Target(Confidence Interval Applied)**

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

### Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



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#### NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

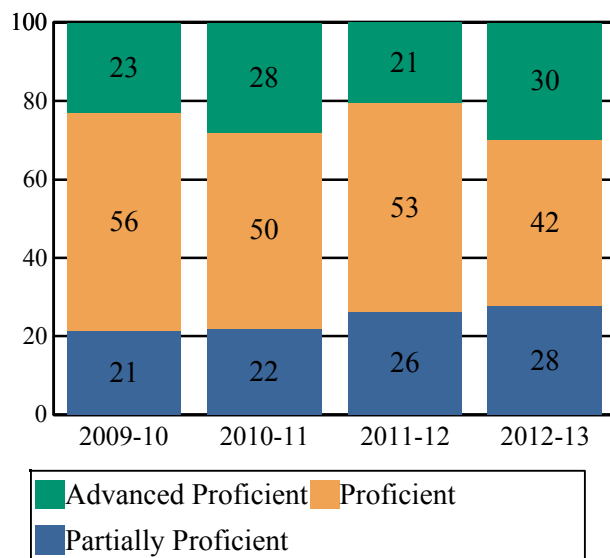
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	328	72.3	81.6	NO
White	161	77	85.2	NO
Black	-	-		--
Hispanic	107	64.5	78.5	NO
American Indian	-	-		--
Asian	37	91.9	90	YES
Two or More Races	-	-		--
Students with Disability	62	25.8	54.1	NO
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	222	70.7	80.1	NO

**YES\* = Met Progress Target(Confidence Interval Applied)**

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



### ACADEMIC ACHIEVEMENT

HUDSON

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GRADE SPAN PK-08

#### NJASK Results - Language Arts Literacy Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	5%	61%	34%
White	8%	58%	33%
Black	-	-	-
Hispanic	4%	58%	38%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	23%	0%	77%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	6%	66%	28%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Results - Language Arts Literacy Grade Level - 04

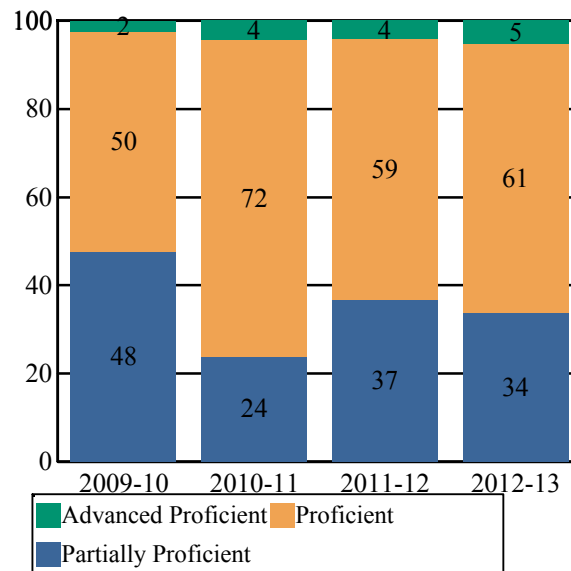
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	6%	48%	46%
White	10%	48%	43%
Black	-	-	-
Hispanic	8%	38%	54%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	4%	37%	59%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

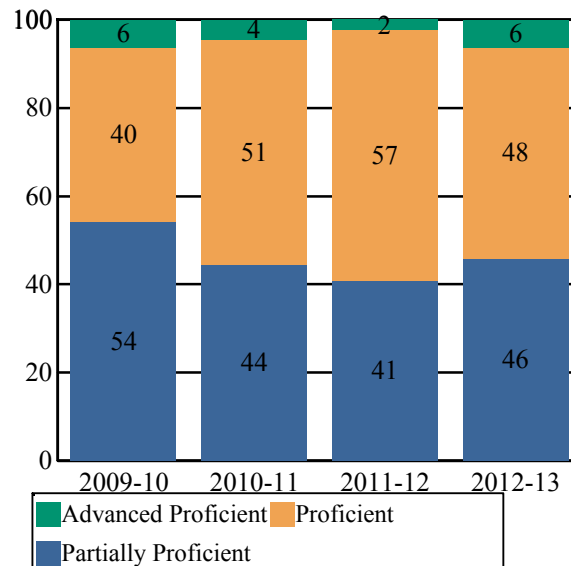
#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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#### NJASK Results - Language Arts Literacy Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	4%	47%	49%
White	0%	58%	42%
Black	-	-	-
Hispanic	6%	31%	63%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	3%	43%	54%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Results - Language Arts Literacy Grade Level - 06

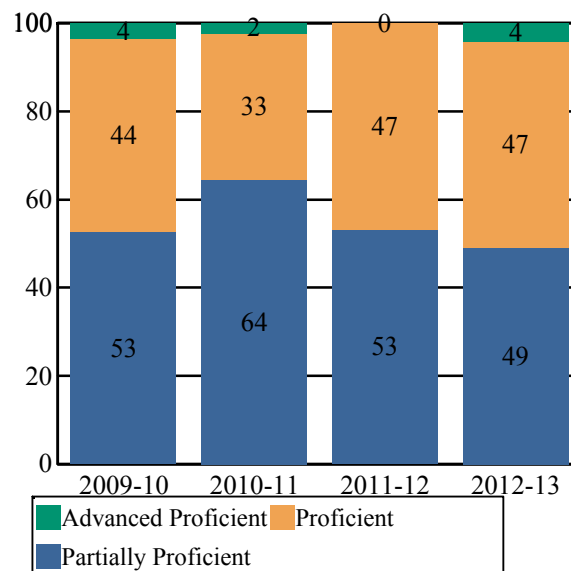
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	2%	68%	30%
White	0%	81%	19%
Black	-	-	-
Hispanic	6%	56%	39%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	36%	64%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	67%	33%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

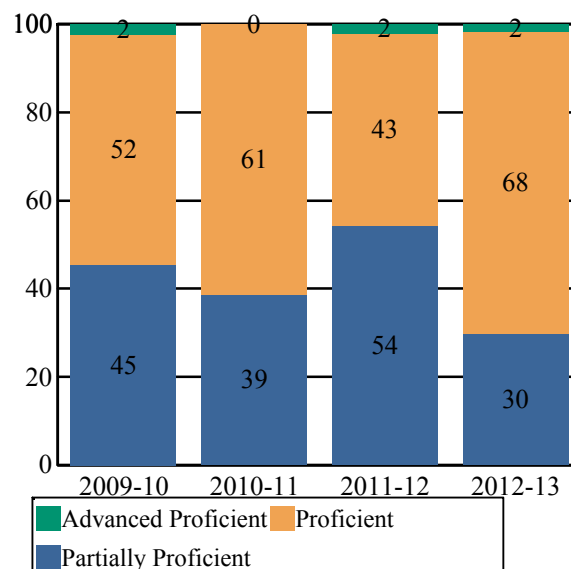
#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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#### NJASK Results - Language Arts Literacy Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	5%	49%	46%
White	8%	44%	48%
Black	-	-	-
Hispanic	0%	50%	50%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	4%	61%	35%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Results - Language Arts Literacy Grade Level - 08

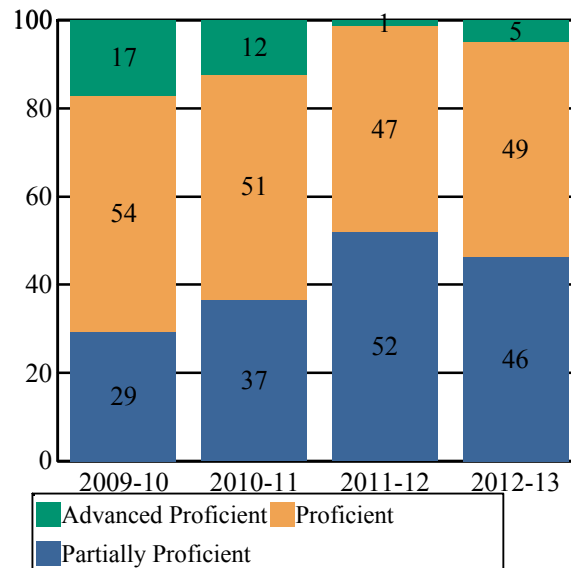
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	8%	74%	18%
White	15%	71%	15%
Black	-	-	-
Hispanic	0%	71%	29%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	36%	64%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	6%	78%	16%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

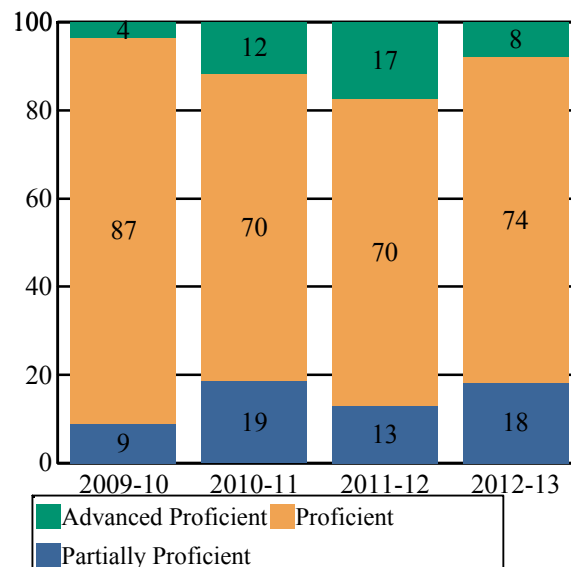
#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





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### 2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

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#### Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4



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#### NJASK Results - MATH Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	36%	43%	21%
White	33%	46%	21%
Black	-	-	-
Hispanic	25%	50%	25%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	15%	23%	62%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	22%	59%	19%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Results - MATH Grade Level - 04

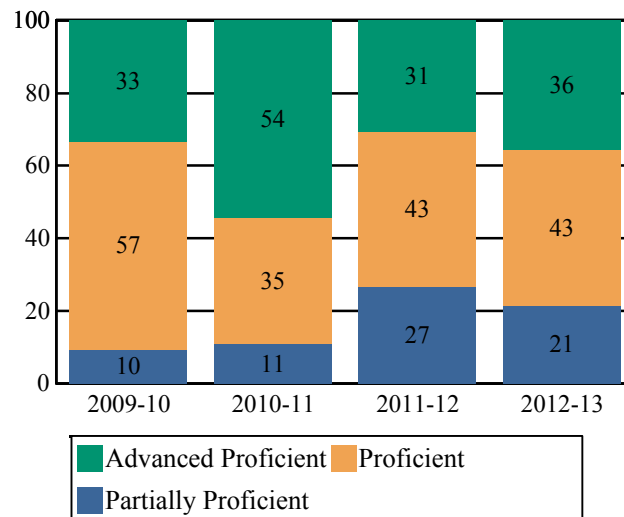
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Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	27%	50%	23%
White	29%	52%	19%
Black	-	-	-
Hispanic	8%	62%	31%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	15%	52%	33%

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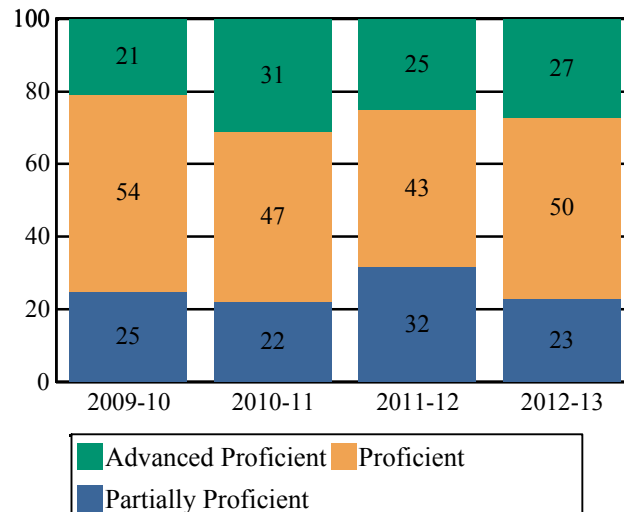
#### NJASK Proficiency Trends - Math - Grade Level - 03

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#### NJASK Proficiency Trends - Math - Grade Level - 04

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#### NJASK Results - MATH Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	33%	47%	20%
White	42%	46%	13%
Black	-	-	-
Hispanic	13%	56%	31%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	25%	25%	50%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	29%	49%	23%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Results - MATH Grade Level - 06

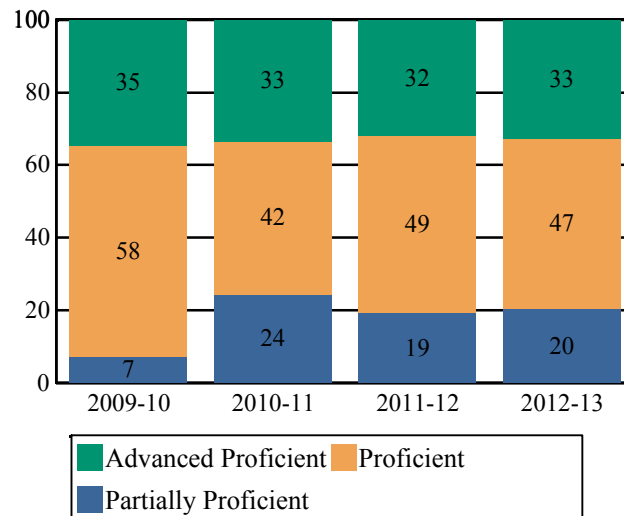
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	37%	44%	19%
White	46%	54%	0%
Black	-	-	-
Hispanic	11%	56%	33%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	18%	82%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	33%	43%	24%

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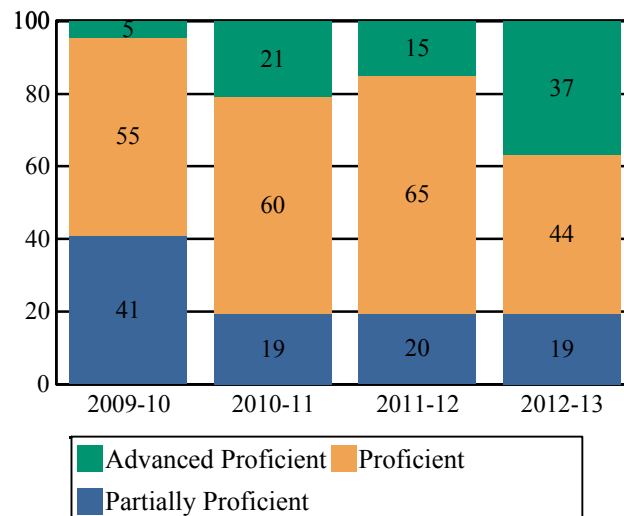
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#### NJASK Results - MATH Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	12%	37%	51%
White	16%	36%	48%
Black	-	-	-
Hispanic	0%	42%	58%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	9%	43%	48%

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#### NJASK Results - MATH Grade Level - 08

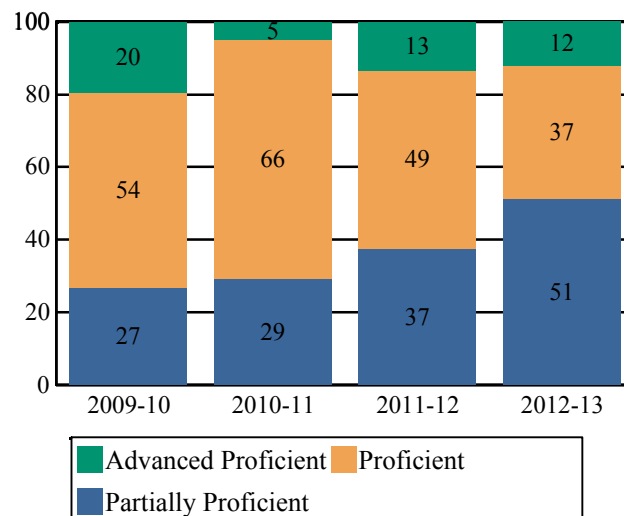
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American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
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Economically Disadvantaged Students	32%	35%	33%

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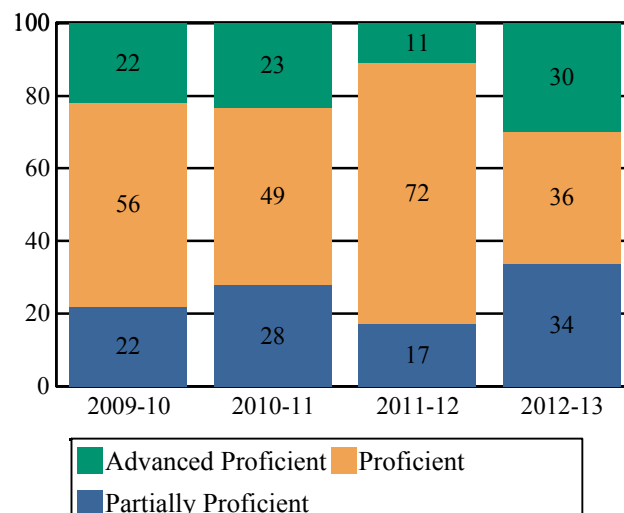
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#### Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

### 2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9

### ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

#### NJASK Results - Science Grade Level - 04

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	33%	54%	13%
White	29%	57%	14%
Black	-	-	-
Hispanic	23%	62%	15%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	22%	59%	19%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Results - Science Grade Level - 08

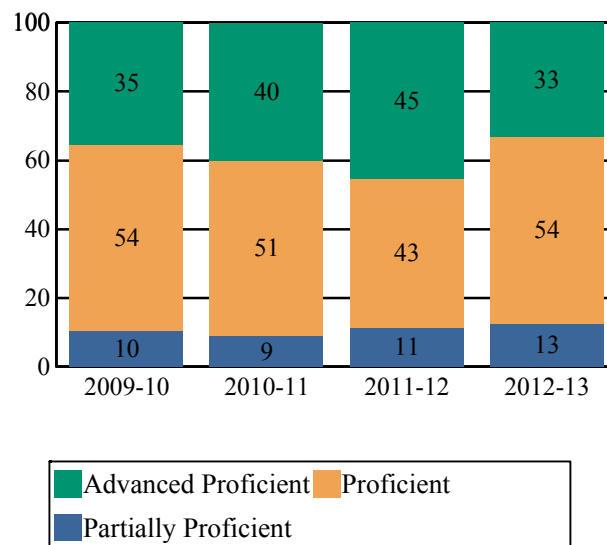
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	32%	49%	18%
White	41%	41%	17%
Black	-	-	-
Hispanic	21%	54%	25%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	7%	14%	79%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	27%	52%	21%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

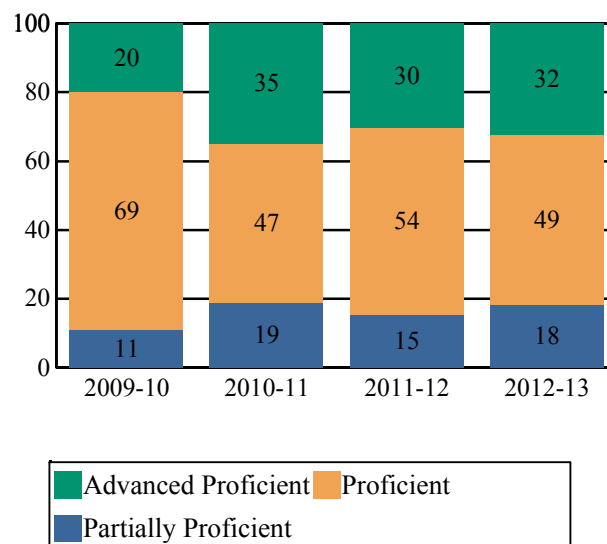
#### NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



### COLLEGE AND CAREER READINESS

WASHINGTON COMMUNITY SCHOOL #9

HUDSON

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BAYONNE CITY

GRADE SPAN PK-08

BAYONNE, NEW JERSEY 07002

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	3%	36	31	20%	NO
Chronic Absenteeism (%)	12%	55	29	6%	NO
Summary		46	30		0%

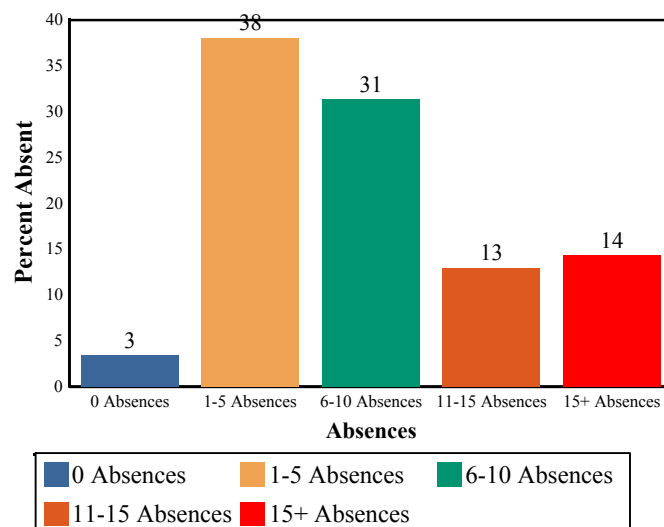
### Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

2012-13	School
Students taking Algebra I	3%
Algebra grade (C or better)	100%

### Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

WASHINGTON COMMUNITY SCHOOL #9

HUDSON

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BAYONNE CITY

GRADE SPAN PK-08

BAYONNE, NEW JERSEY 07002

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	57	100	84	35	YES
Student Growth on Math	52	71	58	35	YES
		86	71		100%

### Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

#### Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	17%	14%	5%
Proficient	9%	18%	32%
Advanced Proficient	0%	0%	5%

#### Math

	GROWTH		
	Low	Typical	High
Partially Proficient	18%	9%	4%
Proficient	12%	16%	13%
Advanced Proficient	3%	9%	16%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.



### WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

WASHINGTON COMMUNITY SCHOOL #9

191 AVENUE B

BAYONNE, NEW JERSEY 07002

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

#### Grade Level - 03

##### NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	236	300
75th	207	221
50th	201	204
25th	188	191
0th	150	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	19	30

#### Grade Level - 04

##### NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	252	300
75th	225	225
50th	202	206
25th	183	183
0th	137	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	42

#### Grade Level - 03

##### NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	255	264
50th	223	235
25th	188	201
0th	110	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	67	63

#### Grade Level - 04

##### NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	250	260
50th	221	229
25th	200	201
0th	160	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	59

### WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

WASHINGTON COMMUNITY SCHOOL #9

191 AVENUE B

BAYONNE, NEW JERSEY 07002

#### Grade Level - 05

##### NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	251	300
75th	214	224
50th	202	205
25th	181	187
0th	140	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	37

#### Grade Level - 06

##### NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	245	300
75th	224	225
50th	205	209
25th	198	191
0th	148	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	26	34

#### Grade Level - 05

##### NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	291	300
75th	252	268
50th	228	237
25th	197	205
0th	100	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	55	63

#### Grade Level - 06

##### NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	285	300
75th	251	252
50th	232	225
25th	206	201
0th	147	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	51

### WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

WASHINGTON COMMUNITY SCHOOL #9

191 AVENUE B

BAYONNE, NEW JERSEY 07002

#### Grade Level - 07

#### Grade Level - 07

##### NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	273	300
75th	225	231
50th	198	211
25th	185	189
0th	121	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	42

##### NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	263	300
75th	220	250
50th	193	213
25th	176	183
0th	130	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	67

#### Grade Level - 08

#### Grade Level - 08

##### NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	255	300
75th	228	236
50th	218	220
25th	202	205
0th	166	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	26	31

##### NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	250	255
50th	208	219
25th	185	188
0th	114	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	65	67

#### SCHOOL CLIMATE

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

WASHINGTON COMMUNITY SCHOOL #9

191 AVENUE B

BAYONNE, NEW JERSEY 07002

#### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2012-13	6 Hrs. 40 Mins.

#### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2012-13	2.2%

#### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2012-13	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

#### Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2012-13	0

#### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2012-13	School
Faculty	17
Administrators	676

**SCHOOL PEER GROUP****Washington Community School #9****17-0220-120**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

COUNTY NAME			DISTRICT NAME	SCHOOL NAME	CDS CODE	GRAD ESPAN	FRPL	LEP	SpED
ATLANTIC	BUENA REGIONAL	BUENA REGIONAL MIDDLE SCHOOL			01-0590-030	06-08	53.0%	0.7%	21.5%
BERGEN	GARFIELD CITY	GARFIELD MIDDLE SCHOOL			03-1700-070	06-08	62.0%	3.3%	22.3%
BURLINGTON	MOUNT HOLLY TWP	F. W. HOLBEIN MIDDLE SCHOOL			05-3430-060	06-08	61.2%	1.6%	24.9%
BURLINGTON	PEMBERTON TWP	HELEN A. FORT/MARCUS NEWCOMB MIDDLE SCHOOL			05-4050-050	06-08	56.6%	0.2%	16.2%
BURLINGTON	WILLINGBORO TWP	WILLINGBORO MEMORIAL MIDDLE SCHOOL			05-5805-057	06-08	66.4%	1.4%	20.5%
CAMDEN	BROOKLAWN BORO	ALICE COSTELLO ELEMENTARY SCHOOL			07-0580-010	PK-08	60.1%	0.3%	13.0%
CAMDEN	PINE HILL BORO	PINE HILL MIDDLE SCHOOL			07-4110-100	06-08	52.0%	0.0%	27.4%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP MIDDLE SCHOOL			07-5820-020	07-08	56.7%	0.7%	12.8%
CAPE MAY	LOWER CAPE MAY REGIONAL	RICHARD M. TEITELMAN MIDDLE SCHOOL			09-2820-060	07-08	47.6%	0.4%	29.2%
CHARTERS	M E T S CHARTER SCHOOL	M.E.T.S. CHARTER SCHOOL			80-6068-951	06-10	59.6%	0.0%	6.1%
CHARTERS	SOARING HEIGHTS CS	SOARING HEIGHTS			80-7830-980	KG-08	57.0%	0.0%	8.1%
CUMBERLANI	MILLVILLE CITY	LAKESIDE MIDDLE SCHOOL			11-3230-077	06-08	67.1%	1.7%	23.7%
CUMBERLANI	UPPER DEERFIELD TWP	WOODRUFF MIDDLE SCHOOL			11-5300-070	06-08	54.4%	1.4%	20.7%
CUMBERLANI	VINELAND CITY	ANTHONY ROSSI MIDDLE SCHOOL			11-5390-065	06-08	54.1%	0.2%	17.2%
CUMBERLANI	VINELAND CITY	THOMAS W. WALLACE JR. MIDDLE SCHOOL			11-5390-280	06-08	69.4%	0.2%	22.7%
HUDSON	BAYONNE CITY	JOHN M. BAILEY #12			17-0220-040	PK-08	59.3%	0.3%	14.9%
HUDSON	BAYONNE CITY	LINCOLN COMMUNITY SCHOOL #5			17-0220-070	PK-08	65.1%	0.0%	13.8%
HUDSON	BAYONNE CITY	MARY J. DONOHOE #4			17-0220-080	PK-08	59.8%	0.2%	4.2%
HUDSON	BAYONNE CITY	PHILIP G. VROOM #2			17-0220-090	PK-08	61.9%	0.4%	13.9%
HUDSON	BAYONNE CITY	WASHINGTON COMMUNITY SCHOOL #9			17-0220-120	PK-08	64.8%	0.3%	26.6%
HUDSON	BAYONNE CITY	WOODROW WILSON #10			17-0220-130	PK-08	65.0%	0.2%	11.1%
HUDSON	JERSEY CITY	THE ACADEMY I			17-2390-095	06-08	69.6%	0.0%	6.2%
HUDSON	NORTH BERGEN TWP	HORACE MANN ELEMENTARY SCHOOL			17-3610-070	01-08	57.1%	0.5%	11.0%
HUDSON	NORTH BERGEN TWP	MCKINLEY ELEMENTARY SCHOOL			17-3610-100	KG-08	66.9%	1.1%	15.8%
MONMOUTH	KEANSBURG BORO	JOSEPH R. BOLGER MIDDLE SCHOOL			25-2400-030	05-08	69.9%	0.4%	20.3%
MONMOUTH	LONG BRANCH CITY	LONG BRANCH MIDDLE SCHOOL			25-2770-060	06-08	67.5%	2.8%	13.5%
MONMOUTH	NEPTUNE TWP	NEPTUNE MIDDLE SCHOOL			25-3510-055	06-08	60.8%	1.0%	19.3%
UNION	LINDEN CITY	JOSEPH E. SOEHL MIDDLE SCHOOL			39-2660-070	06-08	68.4%	3.2%	16.8%
UNION	PLAINFIELD CITY	PLAINFIELD ACADEMY FOR THE ARTS & ADVANCED STUDIES			39-4160-052	07-11	66.4%	0.6%	7.2%
UNION	RAHWAY CITY	RAHWAY 7TH & 8TH GRADE ACADEMY			39-4290-060	07-08	63.9%	1.6%	17.5%
WARREN	PHILLIPSBURG TOWN	PHILLIPSBURG MIDDLE SCHOOL			41-4100-110	06-08	63.1%	2.4%	23.1%